

Activity Title:

5d - Personal filter game

(This activity was adapted from one developed by the EnviroSchools Foundation)

Learning outcome(s):

- To investigate, identify and describe a range of personal filters (opinions and values) in relation to the Southern Pipeline case study.
- To explore the complexity of the resource decision making process.

Key words:

Values; personal filter; resource consent; planning process; decision making; RMA

Materials:

- Copies of the values cards

Approximate time required:

Activities are broken into 20 minute segments. Each numbered activity below takes approximately 20 minutes. Completing all the activities in this topic will take around 40 minutes to an hour.

Suggested prior learning:

- 5a Southern Pipeline case study (1)
- 5b Southern Pipeline case study (2)
- 5c Consent hearing role play

Possible learning activities:

NOTE: Before conducting the activity review the Southern Pipeline case.

1. Discuss the concept of a personal filter.
2. Variation 1: Photocopy enough of the personal filter cards for one set per group. Break into small groups of four to six students. Review the 'problem' situation as presented by the Southern Pipeline case (or you could use another local resource issue if preferred). Each group sits in a circle. Each group must be themselves and discuss the problem of where to put the Southern Pipeline and decide what to do. While having this discussion give one participant in each group a card and get them to change their behaviour based on the cards suggestion.
3. Variation 2: Photocopy enough of the personal filter cards for one set per group. Break into small groups of four to six students. Review the 'problem' situation as presented by the Southern Pipeline case (or you could use another local resource issue if preferred). Each group sits in a circle and places the set of personal filter cards in the centre of the circle face down.

Activity #:

5d

Activity Title:

Personal filter game.

Curriculum Level:

Level 8 (but can be adapted for Level 6 & 7)

Curriculum Links:

Social Science

Achievement objective

8.2 Understand how people's diverse values and perceptions influence the environment, social and economic decisions and responses that they make.

Curriculum:

Key competencies:

Participating and contributing

Principles:

Community engagement; Future focus

Values:

Community and participation; Diversity

Geographic Key

Concepts:

Change; Perspectives; Processes

Geographic skills:

Social skills, Communication skills

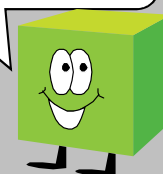
Assessment

opportunities:

Geography Achievement Standards: 3.3, 2.2, 2.6, 3.6

Sustainability tip!

Laminate cards and handout for future use!



Each group must discuss the problem of where to put the Southern Pipeline and decide what to do. While having this discussion participants change their behaviour based on the cards suggestion. After a couple of minutes students change cards and continue trying to resolve the problem. Continue until several cards have been tried.

4. Debrief and discuss:

- How did you feel adopting the different personal filters?
- How did the different personal filters affect the process?
- How were some personal filters more helpful than others?
- How do people's personal filters affect how they behave and problem solve in a situation such as this one in real life?
- How does this affect the planning process?
- Can you see some of these personal filters in your real self or reflected in your school?
- How can we work to enhance positive values and personal filters in ourselves and our school?

Additional resources / activities:

URS for Tauranga City Council. 2007. Tauranga Southern Pipeline, Memorial-Strand Walkway, and East Coast Main Trunk Railway Bridge Upgrade Assessment of Effects on the Environment VOLUME 1. Final Report No. 70 (see PDF file)

Follow-on activities (found elsewhere in this resource):

- 5e Southern Pipeline case study (3)
- 6g Making a submission
- 6h Visioning exercise